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ABSTRACT

This four-part document examines the efforts of the University of Wisconsin/Sears-Roebuck Foundation (UW/SRF) Individually Guided Education (IGE) Teacher Education Project. It is stated that the project was organized to initiate perservice and graduate programs, and thereby to encourage the development of self-renewing systems of education, from preschool through college. Part 1, "A Brief Resume of the UW/SRF IGE Teacher Education Project," lists the funding agencies and objectives of the project. Part 2, "Overview of the Leadership Series in Individually Guided Education," discusses the nine sets of multimedia materials under development for use in both undergraduate and graduate education programs. Part 3, "Contents and Prefaces, where available, of the Textbooks in the Leadership Series in Individually Guided Education," offers information on the following books: (a) "The Teacher and Individually Guided Education," (b) "Child Development and Individually Guided Education," (c) "Evaluation of Instruction in Individually Guided Education," (d) "Objective-Based Reading," (e) "Individually Guided Science," (f) "The Unit Leader and Individually Guided Education," and (g) "The Principal and Individually Guided Education." The document concludes with part 4, a listing of the Committees of the UW/SRF IGE Teacher Education Project. (JS)

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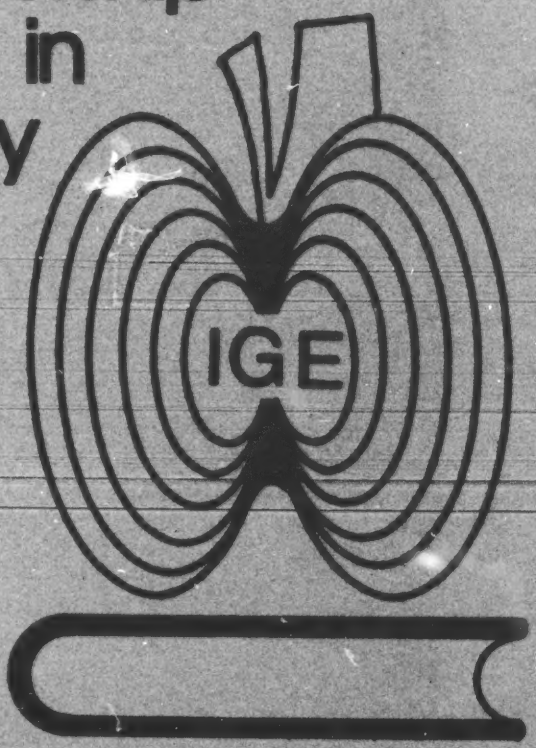
leadership series in individually guided education



Herbert J. Klausmeier, Series Editor

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A Brief Resumé of the UW/SRF IGE Teacher Education Project

Individually Guided Education (IGE), a comprehensive system of elementary schooling, is a product of educational research, development, and implementation started by the Wisconsin Research and Development Center and cooperating agencies in 1965-66. IGE provides an alternative to the traditional age-graded, self-contained classroom. The organizational structure of this new system of education is called the multiunit school organization. As of 1974-75, out of some 75,000 elementary schools in the nation, there were between 2,000 and 3,000 IGE elementary schools.

The greatest deterrent to a more rapid increase in the number of IGE schools and also to even more effective IGE schools has been a lack of educated personnel, particularly staff teachers, unit leaders, and building principals. The University of Wisconsin/Sears-Roebuck Foundation (UW/SRF) IGE Teacher Education Project was organized to help get preservice and graduate programs started and thereby to encourage the development of self-renewing systems of education, preschool through college, in each of the various states.

The efforts of the Wisconsin R & D Center are directed mainly toward developing the various curriculum components of IGE for the schools and related inservice programs for school personnel. The UW/SRF IGE Teacher Education Project is directed primarily toward developing teacher education materials and related leadership programs for college personnel. Thus, there is total complementing of efforts by the two organizations, each of which has its independent administration and source of funding.

Funding and Objectives

In February of 1973, The Sears-Roebuck Foundation awarded a grant to the School of Education, University of Wisconsin-Madison to develop IGE teacher education materials over a three and one-half year period. The present funding of the Project will terminate in January, 1977; however, additional funding is expected to be found after that time to develop additional materials, if needed, and to continue the implementation efforts in teacher education. The two major objectives of the UW/SRF Project are:

(1) to assist personnel of various states in various regions of the nation in developing networks of educational agencies, including the state education agency, regional educational agencies, teacher education institutions, and local school districts. Each state network has or will have the capability to help local schools make the changeover to IGE; to provide inservice education to IGE schools; and to prepare staff teachers, unit leaders, and building principals for IGE schools.

(2) to have developed high quality instructional materials, designated the Leadership Series in Individually Guided Education, that will assist interested personnel to carry out the oncampus and inservice teacher education activities as indicated above.

Staffing

The UW/SRF Project staff consists of:

Professor Herbert J. Klausmeier, Principal Investigator and Director

Professor L. Joseph Lins, Project Administrator

Ms. Marilyn Zoroya, Administrative Specialist

Ms. Mary Baban, IGE School Practices Specialist

Mr. Donald Granger, IGE School Practices Specialist

Ms. Arlene, Knudsen, Administrative Secretary

Office Location

The UW/SRF IGE Teacher Education Project is located at the University of Wisconsin, Room 653, Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706; the telephone number is Area 608, 263-4230.

Overview of the Leadership Series in Individually Guided Education

Herbert J. Klausmeier, Series Editor

The UW/SRF IGE Teacher Education Project was established in February 1973 through a grant from The Sears-Roebuck Foundation to The University of Wisconsin-Madison School of Education. The grant extends through January, 1977.

Nine sets of multimedia materials are under development--seven are for use in undergraduate teacher education and in staff development programs for teachers who are not familiar with most recent IGE practices and concepts; another set is for use in the graduate education of unit leaders and staff teachers; and another for graduate education of building principals and other administrators. Each set consists of a textbook, an instructor's guide, and filmstrips and/or 16 mm. films.

Three of the textbooks are hardcover and of 400-600 pages in length: The Teacher and Individually Guided Education, The Unit Leader and Individually Guided Education, and The Principal and Individually Guided Education. These textbooks present information regarding the major concepts and practices of IGE as related to the primary roles of teachers, unit leaders, and principals. Each hardcover book is intended primarily for use as the primary textbook in a credit course. The other six textbooks are paperbacks of about 200-300 pages in length and provide similar information regarding IGE programs and practices pertaining to six specific areas of teacher education. Each paperback is intended primarily for use as a supplementary textbook, or as one of two or more textbooks, in a credit course.

The instructor's guides include the statements of objectives that are also included in each textbook chapter; illustrative detailed instructional objectives; pre- and postassessment test items dealing with the chapter objectives, and suggested activities to attain the objectives. The instructor's guides are intended to aid professors in using the materials in a competency-based program of teacher education as well as in other kinds of programs and courses.

The 16 mm. color/sound films (except for the three problem films for principals) present the key concepts and processes incorporated in each set of materials and are intended to create favorable attitudes toward further study of the textbook and visuals and also toward the IGE concepts and practices portrayed. The films are about 15-25 minutes in length. Each color/sound filmstrip presents information

regarding specific concepts, processes, or structures presented in one or more chapters of the textbook. They are about 15-25 minutes in length. There is a synchronized cassette with each for the narrative portion. There are inaudible cues for use with DuKane equipment; audible cues are provided for use with other equipment.

The tentative titles and dates of commercial availability follow:

For Use in Preservice and Inservice Programs for Elementary and Middle School Teachers

1. Textbook: The Teacher and Individually Guided Education by Edward J. Nussel, Joan D. Inglis, and William Wiersma; Film: "The Teacher in Individually Guided Education"; Filmstrips: "The Multiunit School Organization," "Instructional Programming for the Individual Student," "Student Teaching in an IGE School" (early 1976).

The film and filmstrips in this set may also be used with sets 8 and 9 to acquaint unit leaders and principals, respectively, with the teacher and student-teacher roles and the two IGE components depicted.

2. Textbook: Child Development and Individually Guided Education by Glenn E. Tagatz; Filmstrips: "Cognitive Development and Individually Guided Education," "Moral Development and Individually Guided Education," "Language Development and Individually Guided Education" (early 1976).

3. Textbook: Evaluation of Instruction in Individually Guided Education by William Wiersma and Stephen G. Jurs; Filmstrips: "Evaluating Student Learning," "Evaluating Instructional Programs" (March-April 1976).

These strips may be used with sets 1, 8, 9 and perhaps others. In turn, some of the films and filmstrips from sets 4 through 7 may be used with this set.

4. Textbook: Objective-Based Reading by Wayne Otto and Robert D. Chester; Film: "Individually Guided Reading"; Filmstrips: "Objective-Based Reading Instruction," "Assessing Children's Reading Skills," "Managing Individually Guided Reading Instruction" (early 1976).

5. Textbook: Individually Guided Mathematics by Thomas A. Romberg; Film: "Children Learn Mathematics"; Filmstrips: "Objective-Based Mathematics Instruction," "Assessing Children's Attainment of Mathematics," "Managing Individually Guided Mathematics Instruction" (late 1976).

6. Textbook: Individually Guided Science by Richard E. Haney and Juanita S. Sorenson; Film: "Children Learn Science"; Filmstrips: "Objective-Based Science Instruction," "Managing Individually Guided Science Instruction" (late 1976).

7. Textbook: Individually Guided Social Studies by Anthony E. Conte and William M. Bechtol; Film: "Children Learn Social Studies"; Filmstrips: "Objective-Based Social Studies Instruction," "Managing Individually Guided Social Studies Instruction" (late 1976).

For Use in Graduate Programs for Unit Leaders and Staff Teachers

8. Textbook: The Unit Leader and Individually Guided Education by Juanita S. Sorenson, Max Poole, and Lloyd H. Joyal; Films: "The Unit Leader in Individually Guided Education," "Making Unit Meetings Effective"; Filmstrips: "The Unit Leader's Role in Planning Instruction," "The Unit Leader's Role in Implementing Instruction", "The Unit Leader's Role in Evaluating Student Learning and Reporting Student Progress" (early 1976).

For Use in Graduate Programs for Principals and Other Administrators

9. Textbook: The Principal and Individually Guided Education by James M. Lipham and Marvin J. Fruth; Films: "The Principal in Individually Guided Education," "Helping Janyce Teach Effectively," "Who Should Spend the Money?," "Parents Want to Participate" (early 1976).

The preceding books and probably the visuals will be distributed commercially by Addison-Wesley Publishing Company, Incorporated, of Reading, Massachusetts.

In addition to the above, a manual has been prepared for starting IGE state networks, Manual for Starting and Maintaining State IGE Networks by Herbert J. Klausmeier, James E. Walter, and L. Joseph Lins; and an accompanying filmstrip, "State Individually Guided Education Networks: Roles and Relationships of Agencies." These are available free, as long as supply lasts, from the UW/SRF IGE Teacher Education Project, 1025 West Johnson Street, Madison, Wisconsin 53706.

Contents and Prefaces, Where Available, of the Textbooks in the Leadership Series in Individually Guided Education

THE TEACHER AND INDIVIDUALLY GUIDED EDUCATION

Edward J. Nussel, Joan Inglis, and William Wiersma
University of Toledo

Contents

Chapter 1 Individually Guided Education: An Overview
Chapter 2 The Multiunit School Organization
Chapter 3 Instructional Programming for the Individual Student
Chapter 4 Preparation and Use of Instructional Objectives
Chapter 5 Instructional Evaluation
Chapter 6 Grouping for Instruction
Chapter 7 Cooperative Unit Teaching
Chapter 8 Organizing a Variety of Learning Activities
Chapter 9 Instructional Materials in IGE
Chapter 10 Home-School-Community Relations
Chapter 11 The Expanded Role of the Teacher

Preface

The decade of the 1960's and the years of the 1970's have witnessed numerous attempts at changing and improving the education of children. The climate for change is certainly more favorable than it has been in past decades. Some educational innovations have been short-lived and to a large extent "died-on-the-vine." Other innovations have met with considerable success and have been established as standard operating procedure in a substantial number of schools. Such is the case of Individually Guided Education (IGE), an alternative form of schooling designed to improve instructional programming for the individual child. The wide acceptance of IGE by professional educators, parents and children has prompted us to prepare this text so that others who desire more information might have a ready source.

The particular reading audiences for which this book is intended are teachers and potential teachers because the implementation of IGE throughout the nation has definite implications for teacher education, preservice as well as inservice. Prospective teachers who will be employed in IGE schools require an appropriate orientation to IGE

concepts and practices. Also, they should understand IGE even though they may be employed in more traditional classrooms. Therefore, the purpose of the text is to provide prospective and present IGE teachers with the understandings, skills, and attitudes required to implement IGE effectively in an elementary school.

The text is divided into three general parts. The first part consists of three chapters which provide an introduction to IGE and a description of two major structural components, the multiunit school organization, and instructional programming for the individual student. The second part, chapters four through nine, focuses attention on specific instructional activities in which teachers in an IGE school participate. The third part, chapters ten and eleven, discusses professional activities which for the most part are conducted outside of the instructional setting. These activities include communicating with parents and working with other professionals inorganizations designed to stimulate IGE implementation.

General objectives for the reader are presented at the beginning of each chapter. It is our hope that mastery of these objectives will result in a well trained, professional educator capable of helping children become effective, competent adults.

Edward Nussel
Joan Inglis
William Wiersma

CHILD DEVELOPMENT AND INDIVIDUALLY GUIDED EDUCATION

Glenn E. Tagatz
Marquette University

Contents

Chapter 1 Perspectives of Man
Chapter 2 Individually Guided Education as a Facilitative Environment
Chapter 3 Cognitive Development
Chapter 4 Language Development
Chapter 5 Affective Development
Chapter 6 Moral Development
Chapter 7 Physical and Psychomotor Development
Chapter 8 Epilogue: The Potential of Man

EVALUATION OF INSTRUCTION IN INDIVIDUALLY GUIDED EDUCATION

William Wiersma and Stephen G. Jurs
University of Toledo

Contents

Chapter 1 Introduction to Measurement and Evaluation
Chapter 2 Basic Measurement Concepts
Chapter 3 Evaluating Student Learning in the Cognitive Domain
Chapter 4 Evaluating Student Learning in the Affective and Psychomotor Domains
Chapter 5 Characteristics of the Students and the Testing Situation which Affect Test Scores
Chapter 6 Published Tests and Their Uses in Objective-Based Instruction
Chapter 7 Evaluating Instructional Programs
Chapter 8 Recording and Reporting Pupil Progress
Appendix The Construction of Test Items

Preface

This text emphasizes the practical application of evaluation procedures. Its primary orientation is toward the elementary level and toward programming instruction for the individual student. The content is relevant to the preparation of preservice teacher education students and inservice teachers. In the latter case, the text is relevant to any inservice courses that deal with the evaluation of instruction, or it could be used as a "handbook" by practicing teachers.

The text is not primarily a measurement text, certainly not in the traditional sense. However, it is appropriate for educational measurement and evaluation courses that emphasize practical application. It can serve as a supplementary text in courses preparing prospective and inservice teachers for instruction in Individually Guided Education (IGE). In this way it may be supplementary to the texts used in a curriculum or educational psychology course.

The emphasis within the text is upon the evaluation of student learning. The uses of both teacher-made and published tests are considered. The first six chapters deal with this matter. There is one chapter that discusses the evaluation of instructional programs. The final chapter is concerned with reporting student progress.

Examples are used throughout and much of the discussion is directed to "how to do" as well as "a description of" evaluation procedures. At the beginning of each chapter is a statement of chapter objectives for the reader. Discussion questions are presented at the end of each chapter to enhance the reader's understanding of content. References

relevant to the content are provided for each chapter.

William Wiersma
Stephen Jurs

OBJECTIVE-BASED READING

Wayne Otto and Robert D. Chester
University of Wisconsin-Madison

Contents

Chapter 1 The Need for Individually Guided Reading Instruction
Chapter 2 Objective-Based Reading Instruction
Chapter 3 Objectives: Word Attack
Chapter 4 Objectives: Study Skills
Chapter 5 Objectives: Comprehension
Chapter 6 Objectives for Self-Directed, Interpretive, and Creative Reading
Chapter 7 Classroom Management
Chapter 8 Instruction
Chapter 9 Dealing with Underachievement in Reading
Chapter 10 Improving the Teaching of Reading
Appendix The Wisconsin Design for Reading Skill Development

INDIVIDUALLY GUIDED MATHEMATICS

Thomas A. Romberg
University of Wisconsin-Madison

Contents

Chapter 1 Introduction to Individually Guided Mathematics Instruction
Chapter 2 A Framework for Objective-Based Mathematics Instruction
Chapter 3 Instructional Objectives: Arithmetic of Rational Numbers
Chapter 4 Instructional Objectives: Geometry
Chapter 5 Instructional Objectives: Statistics, Probability and Other Mathematics
Chapter 6 Managing Instruction
Chapter 7 Providing Instruction
Chapter 8 Providing for Individual Needs

INDIVIDUALLY GUIDED SCIENCE

Richard E. Haney
University of Wisconsin-Milwaukee

Juanita S. Sorenson
University of Wisconsin-Eau Claire

Contents

Chapter 1 Why Individually Guided Science Instruction?
Chapter 2 Identifying and Formulating General and Instructional Objectives
Chapter 3 Assessing Student Learning
Chapter 4 Grouping Students According to Individual Needs
Chapter 5 Implementing and Managing the Science Program
Chapter 6 Alternatives to Meet Attainment of Individual Students
Chapter 7 Evaluating the Science Program
Chapter 8 Adapting Existing Science Programs to the Individually Guided Education Model

INDIVIDUALLY GUIDED SOCIAL STUDIES

Anthony E. Conte
New Jersey State Department of Education

William M. Bechtol
Southwest Minnesota State College

Contents

Chapter 1 The Need for Individually Guided Social Studies
Chapter 2 Objective-Based Social Studies Instruction
Chapter 3 Assessing Student's Knowledge and Skills
Chapter 4 Grouping Students for Instruction in Individually Guided Social Studies
Chapter 5 Managing an Individually Guided Social Studies Program
Chapter 6 Identifying and Using Instructional Materials
Chapter 7 Using the Instructional Programming Model in Social Studies: A Case Study
Chapter 8 Evaluating the Program
Appendix A Listing of Free and Inexpensive Materials
Appendix B Publishers of Textbooks and Supplementary Written Materials
Appendix C Sources of Audio-visual Materials
Appendix D Sources of Games and Simulations
Appendix E Journals Containing Articles Relevant to the Social Studies

THE UNIT LEADER AND INDIVIDUALLY GUIDED EDUCATION

Juanita S. Sorenson, Max Poole, and Lloyd H. Joyal
University of Wisconsin-Eau Claire

Contents

Part I. IGE AS AN ALTERNATIVE FORM OF EDUCATION

Chapter 1 Definition, Development and Description of IGE: An Overview
Chapter 2 Bringing About Change

Part II. DESCRIPTION OF THE UNIT LEADER ROLES

Chapter 3 Expectations of the Unit Leader Role
Chapter 4 Guiding the I and R Unit
Chapter 5 Representing the I and R Unit
Chapter 6 Strengthening Staff Development
Chapter 7 Becoming Involved in Research and Development
Chapter 8 Improving Home-School-Community Relations
Chapter 9 Preparing for and Keeping Current in the Unit Leader Role

Part III. PLANNING, MANAGING AND EVALUATING INSTRUCTION

Chapter 10 Developing a Planning Strategy
Chapter 11 Setting General Objectives
Chapter 12 Identifying and Formulating Instructional Objectives
Chapter 13 Assessing Pupil Performance
Chapter 14 Providing for Needs of Individual Students
Chapter 15 Implementing the Instructional Program
Chapter 16 Evaluating the Instructional Program
Chapter 17 Two Years of IGE in Our School: A Case Study

Appendix A Unit B Planning Meetings: September 20 to November 20
Appendix B Form for Determining Preferences for School Library/ Media Center Services

Preface

This book has been written for existing and prospective unit leaders. It is also valuable for teachers, principals, superintendents, curriculum coordinators, board members and anyone else interested in understanding the role and responsibilities of the unit leader in Individually Guided Education.

The role of the unit leader is unique to the IGE concept. Until this time, information about the role of the unit leader could only be found in articles, pamphlets, filmstrips and other miscellaneous sources. This book brings all this information together into an

organized format, and combines it with other pertinent educational information which is of interest to a unit leader. Two films and three filmstrips have been correlated with this book to provide the reader with "live" examples of the unit leader role in IGE.

The background information and experiences utilized in writing this book came from the existing IGE literature; interviews and interactions with experienced unit leaders; supervision of preservice teachers in smoothly functioning IGE schools; development and subsequent teaching of IGE courses at the University of Wisconsin-Eau Claire, the University of Toledo (Ohio) and Southwest State College (Marshall, Minnesota); participation in and coordination of inservice sessions, workshops and institutes in a variety of settings throughout the United States; and experience in research and development of Individually Guided Education procedures, and products.

If a person is not familiar with the IGE concept it will be helpful to study Part I of this book carefully. The first chapter gives background information concerning the development of the IGE concept, its definition and the description of its seven components. Chapter two explains four basic change theories and how they may be utilized in effecting an educational change. Viewing the film, "The Unit Leader in Individually Guided Education," will give the reader an overview of the various aspects of the unit leader role in an IGE school.

The chapters in Part II of the book explain the various roles and responsibilities of the unit leader. These include the unit leader as an instructional leader of a teaching team, a communicator between the teachers and the administrators, and a coordinator of teaching resources and materials. Viewing the film, "Making Unit Meetings Effective," demonstrates the unit leader's role in helping adults develop skills so they work together more effectively. The last chapter in this section tells how a teacher can prepare to become a unit leader and keep abreast of educational changes.

In Part III, the role of the unit leader and the instructional program are brought together. Each chapter in this section is a step in the sequence of establishing and maintaining an excellent instructional program according to the IGE system. The emphasis is on meeting the educational needs of the individual student. The concluding chapter in Part III deals with a detailed case study of how one school implemented instructional programming in the math program along with one motivational procedure. Correlated to the instructional sequence are three audio filmstrips entitled "The Unit Leader's Role in Planning Instruction," "The Unit Leader's Role in Implementing Instruction," and "The Unit Leader's Role in Evaluating Student Learning and Reporting Student Progress."

To aid the reader in studying the material covered in this book, the objectives which the reader should master are stated at the beginning of each chapter. After completing a chapter, the reader should

review the stated objectives to check on comprehension and ability to apply the material presented in the chapter. References are listed at the end of each chapter. If the reader wishes to study a topic in depth, these listings form a good reference point. Further detailed information, too lengthy to be included in the text of the book, is placed in the appendix.

Juanita Sorenson
Max Poole
Lloyd Joyal

THE PRINCIPAL AND INDIVIDUALLY GUIDED EDUCATION

James M. Lipham and Marvin J. Fruth
University of Wisconsin-Madison

Contents

Chapter 1 Development and Description of IGE
Chapter 2 Implementing the Multiunit Organization
Chapter 3 Implementing Instructional Change
Chapter 4 Evaluation for Effective Decision Making
Chapter 5 Developing Staff Personnel
Chapter 6 Improving Home-School-Community Relations
Chapter 7 Managing Financial and Physical Resources
Chapter 8 Strengthening Facilitative Environment
Chapter 9 IGE as a Self-Renewing System
Chapter 10 Case Studies

Case 1 The Big Decision
Case 2 Who Should Lead the Units?
Case 3 Implementing the Instructional Programming Model at Washington School
Case 4 How to Help Helen
Case 5 Johnson is Our School
Case 6 Reorganization in Rock Falls
Case 7 Building the Budget at Bayside
Case 8 Remodeling of Riverdale School

Editor's Foreword

These are exciting and challenging times in American education. Personnel in local school districts, intermediate education agencies, state education agencies, and teacher education institutions are cooperating as never before to improve the quality of education for children, high school youth, and college students. Bringing Individually Guided Education, a new approach in education, to an ever increasing number of students provides the focus for many of these cooperative efforts. This Leadership Series in Individually Guided Education consists of ten sets of printed materials and correlated films and filmstrips and is designed to aid teacher educators and other educational leaders in their improvement efforts. The materials have been developed for use both in credit courses conducted on college campuses and local schools and in noncredit staff development programs carried out in the local schools.

The set of materials for the principal and Individually Guided Education consists of this textbook; a 20-minute sound/color film, "The Principal in Individually Guided Education," and three problem films of about 10 minutes each: "Helping Janyce Teach Effectively," "Who Should Spend the Money?," and "Parents Want to Participate."

Other films and filmstrips that can be used effectively with this package include a 25-minute film, "Making Unit Meetings Effective," and two filmstrips: "The Multiunit School Organization"--20 minutes, and "Instructional Programming for the Individual Student"--20 minutes. An accompanying instructor's manual provides aids to instructors for meeting the needs of their students in their particular situations.

The authors of this book, James M. Lipham and Marvin J. Fruth, have been involved in preparing principals and other school administrators for many years. They have formulated many of the concepts and competencies required of successful IGE principals and have offered intensive workshops and graduate courses for principals and other school administrators. To assist in writing this book, many able contributing authors have been recruited, each of whom has expertise in a particular area of the administration of IGE schools.

I have enjoyed the cooperative and productive working relationships with these scholars, the film producers, the publisher, and others in developing this comprehensive set of multimedia materials. To assure that the users of this and other sets of materials in the Leadership Series get attractive, high quality, usable materials and also are not presented with conflicting interpretations of IGE in either the books or the visuals, I personally reviewed each book from its first chapter outline, through its several field-tested drafts, and the final manuscript. I did the same for each visual from the initial content outline, through the several drafts of the script, rough cuts, and fine cuts. Many other persons also participated in the production, review, and quality control process.

In this regard I am pleased to recognize the many school personnel, state education agency personnel, professors, and students who participated in field tests and review sessions; the consultants with expertise in the various subject matter fields or in the filmic quality and instructional effectiveness of the visuals; Marshall Aronson, Anthony E. Conte, James M. Lipham, Wesley C. Meierhenry, and William Wiersma for serving on the Project Publications Board; Judith Amacker, William R. Bush, James R. Dumpson, Martin W. Essex, Nancy Evers, Lovelia P. Flournoy, John R. Palmer, Edward C. Pomeroy, Richard A. Rossmiller, B. Othanel Smith, Lorraine Sullivan, and James Swinney for serving on the Project Advisory Committee; Leslie C. Bernal, G. R. Bowers, Eleanor Buehrig, Xavier Del Buono, Lee M. Ellwood, G. W. Ford, Marvin J. Fruth, George Glasrud, James Hixson, Ronald Horn, Terry Jackson, L. Wayne Krula, Max Poole, Kenneth B. Smith, James Stoltenberg, Michael F. Tobin, Philip Vik, James E. Walter, S. Edward Weinswig, and William Wiersma for serving on the Project Steering Committee; and the staff of the IGE Teacher Education Project. Particular recognition is given to the members of minority groups who reviewed the visuals so as to avoid having any unintentional racism or sexism appear in them.

The development of these materials became possible through a grant made by The Sears-Roebuck Foundation in 1973 to the IGE Teacher Education Project at The University of Wisconsin-Madison. The authors, editor, and others associated with the Project receive no royalties from the

sale of these materials. However, the royalties that accrue will be returned to The University of Wisconsin-Madison to support continuing research, development, and implementation activities related to Individually Guided Education.

Herbert J. Klausmeier
Series Editor and Director
IGE Teacher Education Project
The University of Wisconsin-Madison

Preface

The purpose of this book is to provide present and prospective principals with the understandings, skills, and attitudes required to implement effectively the program of Individually Guided Education (IGE) in the elementary school. The system of IGE is a major educational change which has great potential for substantially improving the education of our children and youth. The leadership of the principal is crucial to the successful implementation of this major educational change.

This textbook consists of two parts. The first part of nine substantive chapters treats the principal's leadership role in each of the basic components of IGE. Each chapter is introduced by a brief overview of underlying administrative and instructional theories from which operational procedures and practical guidelines are drawn for the principal in implementing IGE. In several of the chapters, recent research findings from IGE schools are cited to substantiate the suggested concepts and competencies.

The second part of the book consists of eight case studies which serve as the basis for analysis, discussion, and action on the part of the IGE school principals. Although abbreviated, each case is reality based. The questions for analysis at the end of each case are suggestive only of the issues to be considered in relation to the substantive chapters in the first part of the book.

To be of further help to university professors or educational administration and school district inservice personnel, an Instructor's Guide to Accompany the Principal and Individually Guided Education is also available. Moreover, an overview film, "The Principal in Individually Guided Education"; and three problem films, "Helping Janyce Teach Effectively," "Who Should Spend the Money?," and "Parents Want to Participate" have been prepared. These and other print and audiovisual materials in the Leadership Series in Individually Guided Education should be used to develop and refine the leadership skills required of the effective IGE school principal.

This work represents the efforts of many individuals whose contributions I am pleased to acknowledge. First, Herbert J. Klausmeier, Director of the University of Wisconsin/Sears-Roebuck Project in Teacher Education and the former Director of the Wisconsin Research

and Development Center for Cognitive Learning at the University of Wisconsin-Madison, not only pioneered in the conceptual development of IGE, but also provided the resource, managerial, and technical input required for a project of this magnitude. As Editor, his indefatigable review and helpful suggestions at each step in conceiving, preparing, testing, and revising the work have been an inspiration to all of us. It has been a distinct privilege to work with an editor who not only can detect a problem, but also can suggest how to remedy it.

Next, this book would not have been possible except for the knowledge and efforts of its contributing authors: B. Dean Bowles, Nancy A. Evers, Albert M. Holmquist, Herbert J. Klausmeier, William H. Klenke, Walter E. Krupa, Joseph J. Marinelli, William R. Miles, Douglas A. Paul, Richard A. Rossmiller, Dennis W. Spuck, James E. Walter, and Kenneth W. Wright. Hopefully, their expertise is accurately reflected and acknowledged in the several chapters and cases.

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